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ABSTRACT

Written to guide librarians and staff in all types of libraries, this manual describes steps in the processes of writing collection development statements and assessing library collections. The first section focuses on the collection development policy--the benefits of a written policy, who should write the statement, and elements to be included. Dealing with collection assessment, the second section lists the benefits of assessment and suggests a systematic process and tools for performing the evaluation. Setting collection goals based on the assessment, collection development policy, and library mission is considered in the third section, and alternative methods of collection assessment which might serve to verify results are noted in the fourth. Appendixes include a directory of the Alaska Statewide Collection Development Steering Committee members; sample collection development policies from high school, public, government, and community college libraries; a list of collection assessment criteria; collection intensity indicators; Dewey Decimal and Library of Congress worksheets; and Pacific Northwest Conspectus worksheets. (14 references) (MES)

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ALASKA COLLECTION DEVELOPMENT MANUAL

by

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ALASKA STATEWIDE COLLECTION DEVELOPMENT STEERING COMMITTEE
COLLECTION DEVELOPMENT MANUAL SUBCOMMITTEE

Anchorage, Alaska

1985

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INTRODUCTION

Collection development is the process of acquiring materials, developing collections of materials, and managing the growth and maintenance of collections in a cost- and user-beneficial way. The purpose of this manual is to guide librarians and staff in writing collection development policy statements and assessing their library collections. The method described may be used in all types of libraries, from a small public or school library to a community college, university, or special library. It may be applied to Library of Congress or Dewey Decimal collections. The results may be used for budgeting and planning, making better use of limited resources in selecting materials, or developing cooperative purchasing agreements.

The material which follows will take you step-by-step through the process of writing a collection development policy statement, assessing your collection using a set of established criteria, and developing a conspectus, or "map" showing your collection's existing strengths, weaknesses, and future collecting intensities. Blank worksheets have been included for you to use. A bibliography of additional materials has also been included if you would like to read more about collection development.

THE COLLECTION DEVELOPMENT POLICY

All libraries have policies which affect how they collect materials. Frequently these policies are unwritten and are understood by only one person. A written collection development policy provides the following benefits:

1. Serves as a guide to library staff in selection decisions.
2. Offers stability and continuity when staffs change or budgets fluctuate.
3. Creates a contract with the library's users of what can and cannot be expected in the collection.
4. Aids in defense against potential censorship efforts.
5. Serves as a plan for budget allocation.
6. Provides accountability to the library's funding body.
7. Increases efficiency by having to make decisions only once.
8. Stimulates those involved in the writing to reexamine current practice.
9. Frees the library's collection from individual bias.

The policy may be written by a single staff member or a group involving user representatives, governing authorities, and library staff. Broad representation can provide excellent public relations benefits, but you should not seek input from others if you have no intention of acting on their suggestions. There is no magic formula; the individual situation will determine the best method to use.

Collection development policies vary greatly in length and detail. The major concern is to make your policy useful for your library. Most statements contain at least two distinct sections:

1. an introductory narrative that includes overview information applying to the collection as a whole and

2. detailed descriptions of format and subject collections.

Within the introductory overview section you will want to include the following elements:

1. Mission statement. What is the role or purpose of the library? This section may also cover the overall mission of the parent institution as well as the mission of the library. Include relevant short- and long-range goals.

Example:

> The primary mission of the Juneau Public Library System is to develop, maintain, and facilitate the use of a collection of materials responsive to the changing informational needs of those to whom it has a service obligation. The library strives to offer the most complete and balanced collection possible within existing fiscal and physical limitations. Providing free access to the information which satisfies educational, cultural, and recreational needs of constituents of all ages, backgrounds, and occupations is a central concern, which must be met both from within and from beyond the system's own collection.
>
> -- Juneau Public Library System

2. Audiences. To what audience is the policy addressed? Is it being written for the community, library users, a governing board, students, faculty, library staff, or all of the above? What is the purpose of the policy?

Example:

This policy is to provide an understanding of the present and future development of the Library's collections to the following:

1. Librarians and library staff.

2. Library and Borough administration and the Library Commission.

3. Librarians throughout the State of Alaska.

4. The general public.

--Fairbanks North Star Borough Library

3. User groups. Describe the clientele to be served by the library. Is the library to serve the whole community or specific ages or groups? What are the characteristics of the users and potential users? Are there priorities of service such as acquisition of materials to meet adult information needs before preschool picture books or vice versa?

Example:

Metlakatla School serves all school age residents of Annette Island (Metlakatla Indian Reserve) with both an elementary and secondary library serving the school population. The elementary library serves pre-school through sixth grade students, while the seccndary library serves students in seventh through twelfth grades. A public library, the Centennial Library, established in 1982 and located in the community long house, is owned and managed by the Metlakatla Indian Community and its purpose is to serve the community in general.

The school library exists primarily to serve the interests and needs of the students and staff of Annette Island School District. Secondarily, it serves the adult students participating in community education, Ketchikan Community College, or university extension courses. Third, it serves the needs of the population in general when the Centennial Library cannot meet those needs.

--Metlakatla School Library

4. Overview of the collection. Briefly describe the primary strengths of the collection. What are the highlights? What would a first time user or another library like to know about this collection?

Example:

Collection Specialization:

A. Areas of Primary Specialization that have Statewide Significance:

MARINE COLLECTION: Includes history of the sea, marine technology, boats and boating, navigation, shipbuilding, naval history and warfare, fishing, voyages and travels, and sailing.

WESTERN AMERICANA: Includes history of the American west, American exploration, Indians of North America, the Canadian west, and transportation in the west. This collection covers the American west in general and does not specialize in the history of Alaska.

THE WORLD WARS: The collection covers both World War I and World War II.

--Ketchikan Community College

5. General statements, policies, or scope notes that apply to the collection as a whole and could include:

a. Gifts. Does the library accept gifts? Under what conditions?

Example:

The library encourages gifts and donations of materials or money to purchase them, provided they fit the collection policy. Unwanted gifts will be accepted but passed on to other libraries or disposed of as the director deems appropriate. The library cannot legally appraise gifts for tax purposes.

--Matanuska-Susitna Community College

b. Intellectual freedom. How does the library treat controversial material? National statements may be included or appended.

Example:

> The Library Advisory Board, Municipal Librarian, and library staff recognize the responsibility of the library to provide materials representing diverse points of view. The principles expressed in the American Library Association's Library Bill of Rights and Challenged Materials statement; the Freedom to Read and Intellectual Freedom statements of the American Library Association and the American Book Publishers' Council; and the Educational Film Library's Freedom to View statement are basic to this policy and are incorporated herein.
>
> The presence of an item in the library does not indicate an endorsement of its content by the library. Access to library materials will not be restricted beyond what is required to protect the materials from theft or damage. Controlled access is provided for archives and noncirculating Alaska Collection materials. Responsibility for the reading of children rests with their parents and legal guardians.
>
> --Anchorage Municipal Libraries

c. Responsibility for selection. Who selects materials and how? Are requests from others considered?

Example:

> Instructional materials selection shall be a cooperative, continuing process in which administrators, teachers, laymen, and students should participate, coordinated by the professional staffs of media centers, district and school.
>
> --Anchorage School District

d. Selection criteria. What determines whether an item will be selected? Must material be favorably reviewed?

Example:

> Each piece of material must be considered in terms of its own kind of excellence and the audience for whom it is intended. There is no single standard which can be applied in all cases when making an acquisition decision. Some materials may be judged primarily in terms of artistic merit, scholarship or their value as human documents; others are selected to satisfy the recreational and entertainment needs of the communities served.
>
> Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials, old and new. To build collections of merit and significance, materials will be considered according to objective guidelines. All acquisitions, whether purchased or donated, are considered in terms of the following criteria:
>
> 1. Suitability of subject and style for intended audience.
> 2. Relation to existing collection and other material on subject.
> 3. Suitability of physical form for library use.
> 4. Present and potential relevance to community needs.
> 5. Appropriateness and effectiveness of medium to content.
> 6. Insight into human and social conditions.
> 7. Importance as a document of the times.
> 8. Reputation and/or significance of author.
> 9. Skill, competence, and purpose of author.
> 10. Attention of critics, reviewers, and public.
>
> --Fairbanks North Star Borough Library

e. Collection maintenance. What are the criteria for weeding materials from the collection? Are materials bound, mended, or

replaced when worn? Are any special conservation or preservation methods used?

Example:

> Materials collections are regularly and systematically reviewed by public services librarians to maintain their overall quality, preserve their physical condition, and provide for the best possible use of available resources. Materials of current value in the collection but in poor physical condition are rebound, replaced, or mended. Rebinding is preferable for long-term retention if the cost of binding is less than the cost of replacement and if rebinding will restore an item to usable condition. If the material is not suitable for rebinding, replacement is preferable to extensive mending. Mending is only performed in cases of minor damage or when there is no alternative. Special preservation techniques may be used for valuable materials in the Alaska Collection.
>
> --Anchorage Municipal Libraries

f. Duplication. Does the collection contain multiple copies? What are the criteria applied for adding copies?

Example:

> Duplicates of print and nonprint materials are added to the collections if the titles are covered by one of the following criteria.
>
> 1. We attempt to acquire 2-3 copies of all available Alaskan material, both print and nonprint.
> 2. Multiple copies of titles requested for Reserve use may be purchased based on need. When these titles come off Reserve they are reviewed to see if we wish multiple copies in the regular collection.
> 3. Titles heavily in demand for which additional copies are required.
> 4. Special needs are considered in support of outreach programs and interlibrary loan.
>
> --University of Alaska, Anchorage

6. Cooperation. Does the library participate in any formal or informal cooperative or resource sharing agreements?

Example:

> ARL is a full member of OCLC through FEDLINK and has approximately 3/4 of its materials on the OCLC system. ARL is also a full participant in the WLN network and is taking tapes from OCLC and putting them on WLN. The library interlibrary loans through the OCLC ILL subsystem, the ONTYME system, DIALCOM electronic mail system and accepts all written requests. The library is fully committed to a strong Alaska Library Network and a strong Federal Library Network.
>
> --Alaska Resources Library

The second major section of the policy statement describes your library's format and subject collections. It should include:

1. Detailed statements of policy that apply to specific subject or format collections such as:

   a. Periodicals
      What are the criteria for selection? How are they maintained? What is the policy for retention?

   b. Microforms

   c. Audio-visual materials

   d. Alaskana

   e. Fiction

   f. Maps

   g. Other

2. An overview of the nonfiction collection by subject class which includes your existing collection level, current acquisitions commitment, and future collection goals.

Preparing a written statement which accurately reflects your library's collection policies is a very important part of the collection development process. A written policy will guide your decision making later on in the process when you assess your collection and set collection goals. Policy statements from other Alaskan libraries are included in Appendix B as examples for you to follow.

COLLECTION ASSESSMENT

After you have completed a policy statement for your library, you are ready to assess your collection, that is, to evaluate what your library presently holds in each subject area. This is done using a systematic process and the following tools developed by the Alaska Statewide Collection Development Steering Committee:

1. Criteria for Assessing Collections (Appendix C)
2. Collection Intensity Indicators (Appendix D)
3. Dewey or LC Worksheets (Appendix E or F)

The assessment process involves looking at all the items in a specific subject. If, for instance, you decide to look at the arts (700s in a Dewey library), you would go to the shelves to look at the books from 700 to 799, check the reference collection for reference books in that subject, and identify applicable nonprint materials such as art slides, music tapes, and records. You would also check the library's periodical holdings for art magazines, and you would examine any special collections (e.g., the Alaskana collection) for art materials. The important thing to remember in assessing a collection is that you look at all materials in the specific subject. By looking at all formats you will learn what is truly available for the users.

Doing the assessment of your library will show you:

1. Strengths of the collection by subject.
2. Weaknesses in the collection by subject.
3. Where to emphasize collection and purchase of materials to strengthen the collection.

4. What parts of the collection need to be weeded or discarded.

5. What items are circulating.

This kind of information is very useful in developing the annual budget and in working with the people who make decisions about money for your library. And, when libraries help each other assess their collections, there may be additional benefits:

1. One library may discover in another library material which complements its collection.

2. With full knowledge of the collections in the area, work can begin on agreements of responsibility for purchasing in order to avoid duplication where appropriate.

3. Within a school district it may be desirable to move materials to better suit curriculum reading levels in respective schools.

4. Overall, better communication and coordination will take place among the libraries.

In libraries where the assessment has been done, various approaches have been used. In one community, a team of the librarian and a library board member met two hours a week on a selected day until the survey was completed. In another community, all librarians in the area met together on a Saturday; they worked in teams and completed the assessment on that day. In a special library, the librarian invited researchers to assist in the survey in their areas of expertise, e.g., geology, anthropology, agriculture, etc. And, in a larger community with several different libraries, the librarians set up a schedule to assess the various collections, meeting on a certain day each month.

At this point it may be useful to consider the following comments by librarians who have done assessment.

> I thought I knew my collection, but after using this technique I really learned where the strengths and weaknesses exist. Now I'm getting specific materials to add where most needed.
>
> --Public librarian

> The science collection appeared to be okay. Yet when we did the assessment, we discovered the strengths in astronomy and the total absence of physics except for a few very out-dated books.
>
> --School librarian

> The assessment experience has given me a true picture of all the materials in the library and has allowed me to really plan the improvements based on <u>real</u> data.
>
> --Special librarian

> For us the results of assessment clearly focuses our attention on areas of need, destroys many illusions about the collection, and on the other side, it is verification of the assumptions we make. The data is wonderful information in budget preparation when asked to justify the budget requests.
>
> --Academic librarian

With these benefits of assessment in mind, you are ready to begin the actual evaluation of your collection. Set aside some time when the library is either closed or will be relatively quiet. If possible, have someone else accompany you on your initial venture into the shelves; decision making seems to be easier it there is someone with whom you can discuss the evaluation. Let us assume that you will assess the Dewey 500s. In general, you will assess the collection at the 500, 510, 520, 530, 540 levels and so on, but if you have a large number of books at a more specific level, you may want to assess that particular section separately. For example, if the 574.5 section

takes up five shelves by itself, you may write the 574.5 number in under the 570s and give an independent number for that section within the 570s.

DEWEY CLASS #	SUBJECT	CL	AC	CG
550 (88)		1A		
560 (163)		2A		
570		1B		
574.5		2A		
580		1B		

Take to the shelves with you Criteria for Assessing Collections, Collection Intensity Indicators, the worksheet for the 500s, two fairly stiff pieces of paper, and a clipboard. A list of your periodical subscriptions is also handy. Begin with the section 500 to 509.99, marking off the beginning and the end of the section with the two pieces of stiff paper. Now, look at the marked section with a critical eye. First, approximately how many books are there in this section? Write down an estimated number next to your class number, as in the figure above, 550 (88). Begin to answer the questions on the criteria list. What is the chronological coverage? Are there both older and newer materials? If there are sets, are they complete? Are standard authors represented, ones you know have written in the field and are considered "classic"? How extensive is periodical coverage of the subject? Also consider the reference volumes in this subject and any A-V materials which enhance the collection.

Now comes the most difficult part of assessment: at this point you must decide where this particular section falls in terms of collection level. Review the collection intensity indicators. Let us assume that (1) you have 132 books in this section; (2) there are both old and new books, but the old seem to outnumber the new; (3) you have a good recreational reading collection, but many of the standard authors are not represented, and (4) you have 12 periodicals which fit the subject area and a half dozen reference works. You have also scanned your circulation files for this section and have found only a few items checked out from this area. Go back to the collection intensity indicators. You eliminate "0--out of scope," because you definitely collect in this area and believe that the mission of your library mandates collecting this subject. You also eliminate "1a--minimal with uneven coverage" and "1b--minimal but chosen well" as there are a significant number and quality of books here. 2a or even 2b would appear to be fairly good definitions of your section--"up-to-date general materials, introducing and defining a subject." If your reference section or A-V section is particularly strong in support of this subject area, you may want to consider a higher number or a note on the assessment recording these particular items of interest. The important thing is to look critically at the section, answer the criteria questions and assign a number. If you have decided on 2a, write that in alongside the 500 class number in the collection level (cl) column. You have made an evaluation and are on your way.

Evaluating or assessing anything requires making a decision. That decision is often subjective. Remember that you know your collection best and are the person most capable of making decisions about it. Jump in, make the decisions, and, if you have doubts about a number's "correctness," try some of the verification methods which are discussed later in the manual.

SETTING COLLECTION GOALS

After evaluating your collection at the shelves, you need to go back to the assessment sheets and make more decisions, filling in both column 2, acquisitions commitment (ac), i.e., what you are now committing out of your budget to this area, and column 3, collection goal (cg), i.e., what you hope the section will be in the not-too-distant future. The most frequently cited benefit of the assessment process is the long-term goal setting which you accomplish when you fill in each of the columns and make a rational, clear decision on each subject area in the library.

At this point you must go back to your collection development policy. There can be no long-term goal setting without looking again at the mission of the library; in fact, it is impossible to divorce any action in the library from the mission of that library. If, for example, the mission of the high school library is to support curriculum, then having foreign language materials in Russian when no Russian is taught would obviously be outside the mission and "0--out of scope." You would put a 0 in for column 2, acquisitions commitment, and a 0 in column 3, collection goal. It is possible, even probable, that in the future your school will offer Russian and your 0s will be changed to 1s, 2s or even 3s. However, right now you are not collecting in Russian language materials and do not intend to change the acquisitions commitment until the mission (curriculum) changes.

If you are in a public library whose mission statement reads that you will collect for general interest and educational purposes and your circulation and reference indicate high use of Spanish language materials, then you may well have a 1a collection in Spanish which you intend to build into a 3a. You would then have a 1a in column 2, acquisitions commitment, indicating the

amount you are now spending, and a 3a in column 3, collection goal, indicating that you are committing a significant portion of your budget to raising the level to a 3a.

In addition to helping you set internal goals for your own library, the collection development process facilitates external goal setting as well. Once you have completed the process at your own library, you can exchange your policy and assessment data with other libraries in your community. After the documents have been reviewed, library representatives can meet together to discuss possible cooperative activities. By discussing the policies and becoming aware of strengths and weaknesses of the various collections, you can lay some concrete plans for working together.

On a broader level, the Alaska Statewide Collection Development Steering Committee is going to use the information from individual libraries to create a statewide Alaskan conspectus. Plans are underway to provide the conspectus on-line through the University of Alaska's automated circulation system, GNOSIS, which is to be operative in 1985. The long-range plan is to use information gained from this process to develop a plan for cooperative purchasing in the interest of more efficient use of our limited resources.

On a regional level, the Fred Meyer Charitable Trust is currently funding training and promoting collection development assessments for the Pacific Northwest to begin laying the groundwork for a Pacific Northwest conspectus.

VERIFICATION

The method of collection assessment described in this manual is just one of the methods in use today for evaluating library holdings. Some additional methods which may be used to test the results or to provide additional information about a library collection include:

1. List checking - Using standard list (or lists), holdings in your collection can be compared against those on the list.

2. Citation Analysis - References drawn from books or articles can be checked against your library's holdings to see how many of the cited books or articles on a given subject are in your collection.

3. User and Use Studies - Statistics from interlibrary loan requests, circulation, or journal usage can be kept to determine use of library materials in your collection.

4. Surveys - Questionnaires and surveys can be done to determine user satisfaction or unmet needs in your collection.

These methods may be used alone or in combination to verify results from collection assessments.

APPENDICES

APPENDIX A

STEERING COMMITTEE MEMBERS

STATEWIDE COLLECTION DEVELOPMENT STEERING COMMITTEE

ANCHORAGE

Cathie Innes-Taylor
Acquisitions Librarian
Consortium Library
Univ. of Alaska-Anchorage
3211 Providence Dr.
Anchorage, AK 99504
786-1875 / AYLIBRARY

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264-6859 / ONTYME: ANCHML

Jo Morse
School Library/Media Coordinator
Alaska State Library
650 W. Int'l Airport Road
Anchorage, AK 99502
561-1132 / AGLIBRARY

Martha Shepard (Vice-Chair)
Librarian
Alaska Resources Library
701 C Street, Box 36
Anchorage, AK 99513
271-5025

BETHEL

Teddy Wintersteen
Community College Librarian
Kuskokwim Consortium Library
Box 1068
Bethel, AK 99559
543-2118 / LFTRWINTERST

PALMER

Leza Madsen (Chair)
Community College Librarian
Mat-Su Community College Library
Box 889
Palmer, AK 99645
745-4256 / PFEKMADSEN

FAIRBANKS

Amy Waite (Secretary)
Collection Development Librarian
Fairbanks-North Star Borough
Public Library
1215 Cowles St.
Fairbanks, AK 99701
452-5177 / FLPUBLICLIBR

Dennis Stephens
Collection Development Officer
Rasmuson Library
Univ. of Alaska-Fairbanks
Fairbanks, AK 99701
474-6695 / FFDJSTEPHENS

JUNEAU

Carol McCabe
Asst. Director
Juneau Memorial Library
114 W. 4th St.
Juneau, AK 99801
586-5249

Mary Nicolson
Acquisitions Librarian
Univ. of Alaska-Juneau Library
11120 Glacier Highway
Juneau, AK 99801
789-4568 / JYLIBRARY

Jennie Riggen
Technical Services Librarian
Alaska State Library
Pouch G
Juneau, AK 99811-0571
456-2940 / JGLIBRARY

You may also contact the following for additional information:

Library and Information Resources for the Northwest (LIRN)
2125 SW 4th Ave., Suite 202
Portland, OR 97201
(503) 241-8242

LIRN conspectus worksheets are available from this office.

Fairbanks North Star Borough Public Library
1215 Cowles St.
Fairbanks, AK 99701
(907) 452-5177

This library serves as the interlibrary loan clearinghouse for books on collection development, some of which are noted in the bibliography.

APPENDIX B

COLLECTION DEVELOPMENT POLICIES

JUNEAU DOUGLAS HIGH SCHOOL LIBRARY

COLLECTION DEVELOPMENT POLICY

DRAFT

Prepared by:

Ann Symons
Susan Engen

June 1985

PREFACE

This collection development policy has been prepared using the methodology adopted in February 1983 by the Alaska Statewide Collection Development Steering Committee. The policy consists of two parts: a narrative statement and a collection assessment.

The format has been adapted from the Association of Research Libraries/ Research Libraries Group (ARL/RLG). The scale of values used is consistent with the ARL/RLG and as a result, data will be comparable with other school libraries not only statewide but nationwide as well.

ECS (Estimated Collections Strength) levels are essentially self-assessments. The JDHS Library assessment was done on May 18, 1985 by 20 librarians volunteering their time. The librarians were from the City and Borough of Juneau School District, Juneau Memorial Library, Alaska State Library, University of Alaska - Juneau Library and the Legislative Affairs Library.

This collection development policy is intended to be a fluid document, both in the narrative statement and in the assessment. All editions of the policy are to be retained as a record of growth and development. The original document, including full sets of worksheets, was prepared in June 1985. Subsequent revised editions were prepared with the assessment in summary form on the following dates:

JUNEAU DOUGLAS HIGH SCHOOL
COLLECTION DEVELOPMENT POLICY

PART I: INTRODUCTION

MISSION STATEMENT

The purpose of Juneau Douglas High School Library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards

To provide materials on opposing sides of controversial issues so that students may develop under guidance the practice of critical analysis of all media

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage

To coordinate the instruction to students and staff in the effective use of libraries and printed and audio-visual materials.[1]

COMMUNITY AND CLIENTELE

Juneau Douglas High School is the only high school in the Juneau School District. It is located near downtown Juneau, has approximately 1250 students grades 9-12, a professional staff of 71.5, and ____ non-professional staff. During the 1984-85 school year the 9th grade was placed in the high school causing a population increase of approximately 370 students. The student population of the high school is expected to remain stable, growing only slightly in the next five years. Juneau area residents are primarily white; students have a variety of backgrounds with many from professional families. Tlingit Indians, other Alaskan natives, and Filipinos are significant minority groups. Blacks and Southeast Asians are small but growing minority groups. Most students do not live within walking distance of school.

_____ percent of JDHS students are college bound and there is an emphasis toward college preparatory course work. To graduate from JDHS one must satisfactorily complete 21 credits which include 4 credits of English, 2 credits of Math, 2 credits of Science, 1 1/2 credits of Physical Education, 1 1/2 credits of World of Work, 1 credit of Fine Arts, 1/2 credit of Civics/government, 1 credit of U.S. History, 1/2 credit of other

---

[1]Aadapted from American Association of School Librarians, Policies and Procedures for Selection of Instructional Materials (Chicago: American Association of School Librarians, 1970) p. 3

Social Studies elective and 6 credits of other electives. Electives include courses in the Business Department, Art Department, Home Economics Department, Industrial Arts Department, Foreign Language Department, Music Department, Theatre Arts Department as well as specialized courses in English, Social Studies, and Science. Preparation for a vocational career is also possible through a strong emphasis of elective courses.

Primary clientele of Juneau Douglas High School is its students and staff. A secondary use of the library's collection is via interlibrary loan to other Juneau schools. We also receive requests from small high schools in Southeast Alaska for photocopies of articles from our periodicals collection.

JUNEAU DOUGLAS HIGH SCHOOL
COLLECTION DEVELOPMENT POLICY

PART II: COLLECTION

RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Board of Education of the City and Borough of Juneau School District is legally responsible for all matters related to the Juneau School District. The responsibility for coordination of the selection of library materials for the Juneau Douglas High School Library rests with the professional library personnel. Administration, faculty, students, and parents are involved in the selection process. Final decision on purchases rests with the professional personnel in accordance with the formally adopted school board policy.

HISTORY AND GENERAL STATEMENT

Over the last 12 years reports from the library staff to the administration and school board have mentioned lack of adequate staff and the need for additional funding for collection development as its two main priorities. These requests were based on the need to meet the unmet goal of providing excellence in library services to students and staff.

Staff

Historically, the JDHS library has had one professional librarian no matter what the size of the student body, the physical plant or the collection. During the last two decades, substantial changes have taken place at JDHS. In the early 70s, the ninth grade was placed in the junior high schools; in 1984-85 the ninth grade was placed back in JDHS. During the 70s and early 80s, the student population of JDHS remained fairly stable at around 900 students.

Adequate clerical staff has also been a problem. In recent years we have had 1 library aide and 1/2 time AV aide. In the 1984-85 school year the AV aide position was increased to full-time. Prior to the 1984-85 school year students were able to work in the library to earn elective credit. Each year the library averaged 25 students working 50 minutes each day on clerical work. Beginning in 1984-85, no elective credit was given for library work so the few students who worked in the library did so on a volunteer basis. We averaged 5 students working 50 minutes each day. In the 1985-86 school year, a second clerical position will be added. This position will enable us to perform daily routine tasks which were previously done by student aides.

Collection

In May of 1984, 20 librarians from the libraries all over the Juneau Borough spent a Saturday helping to assess the JDHS library collection. Quantitatively the collection has been well below the standard number needed to provide adequate materials to high school students. With the addition of the 9th grade students, the collection was only 50% of the number of books needed. The assessment also provided a qualitative measure which will be outlined in the narrative section on collection development.

Two factors contribute to the present state of the library's collection. During the 1970s, as books prices increased at a greater rate than the library's budget, there was a high loss rate: in some years there was a net loss in the collection total at the end of the year rather than a gain. Books lost each year were most often new materials. Secondly, the library budget allowed for only purchase of new materials to keep current without providing the additional funds needed to expand the basic collection. No extra money was allotted to the high school library's book budget at the time the 9th grade was placed back in the high school and now much of the library collection is at a reading level which is too high for 9th graders. Additionally, this year's request by the staff of JDHS Library for a special collection development budget was turned down due to budgetary considerations.

Today the basic collection is composed of many books which are now over 20 years old, relate to courses no longer taught, out of date, and not used by students or staff.

SELECTION GUIDELINES

Selection of materials is made primarily on the basis of book reviews and other professional tools such as standard catalogs and bibliographies. Booklist, Library Journal, VOYA, New York Times Book Review, Books for Secondary Libraries, and Wilson catalogs are consulted in the selection process, but selection is not limited to their listings.

No single standard exists which can be applied in all acquisition decisions. Some materials must be judged primarily on their artistic merits, scholarship, or value as human documents; others are intended to satisfy recreational and entertainment needs.

General criteria considered in evaluation and re-evaluation of materials for the Juneau Douglas High School Library include:

Usefulness in relation to curriculum presently taught in school.

Reading level

Suitability of content and style for intended audience

Representation of varying points of view

Authority, effectiveness, timeliness of presentation

Reputation and/or significance of author

Suitability of physical form for library use

Funds

INTELLECTUAL FREEDOM

The library does not promote particular beliefs or views nor is the selection of any book equivalent to endorsement of the viewpoint of the author expressed therein. To be a resource where the student can examine many points of view is one of the essential purposes of a secondary school library. The library recognizes the responsibility to provide materials representing all sides of controversial issues.

The library endorses the "Alaska State Board of Education Policy on Academic Freedom and Public Education" and the American Library Association's "Library Bill of Rights."

Access to library materials will not be restricted beyond that required to protect materials from theft or damage.

WEEDING AND REPLACEMENTS

Weeding - deselecting of library materials - is a systematic ongoing process done by the professional staff. Due to the lack of adequate professional staff weeding has had lower priority than service to students and teachers, acquisition of new materials, etc. Prime candidates for deselection are: (1) items which contain outdated or inaccurate information, unless valuable historically, (2) superseded editions, (3) worn out or damaged items and (4) seldom used material on an inappropriately high or low level.

Missing or worn-out items are replaced if they are important to the collection.

RECONSIDERATION OF CHALLENGED MATERIAL

The suitability of particular materials may be questioned by a student or by a student's parent and reconsideration formally requested in accordance with the school board's policy (#) (Quote policy or put in appendix)

GIFTS

Gifts are accepted with the proviso that they will be evaluated for inclusion in the collection in the same manner as other materials, and unusable gifts will be disposed of in an appropriate manner.

The library cannot legally appraise gifts for tax purposes. Donors are offered a signed and dated gift statement as a receipt.

COOPERATIVE COLLECTION DEVELOPMENT

The Juneau Douglas High School is in an active interlibrary loan program with all other schools in the district. We also participate in the Alaska Library Network. The Capital City Catalog, on microfiche, contains the holdings of the Alaska State Library, the Juneau Borough Libraries and the University of

Alaska Juneau Library. The Capital City Catalog is used heavily as a means of providing additional resources to JDHS students. That JDHS Library's collection will eventually become part of the Capital City Catalog is one of our long range goals.

JUNEAU DOUGLAS HIGH SCHOOL LIBRARY
COLLECTION DEVELOPMENT POLICY

PART III: COLLECTION ASSESSMENT

ASSESSMENT BY SUBJECT AREA

The worksheets which follow in the appendix to this policy will provide a detailed assessment of the library's nonfiction collection by subject. This assessment applies the collection intensity indicators developed by the Research Libraries Group (RLG) and adapted and adopted by the Alaska Statewide Steering Committee on Collection Development. The indicators provide a nationally agreed upon scale of one to five, with one being a minimal and five being an exhaustive collection in any given subject area.

Both an existing collection strength (ECS) and an intended collection intensity (ICI) are assigned for each subject area in order to relate present levels to target levels.

BRIEF ANALYSIS OF ASSESSMENT RESULTS

The Juneau Douglas High School Library collection is generally now at a 1A to 1B level.

Given JDHS's high proportion of college bound students, the high proportion of professional parents in the community, generally the intended collection intensity should be at least a 2A.

2A is a basic information level: a collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, historical surveys, bibliographies, and periodicals in the minimum number that will serve the purpose. A basic information collection can support school instruction and routine public inquiries, but is not sufficiently intensive to support higher level academic courses or independent study or wide-ranging recreation reading demands of a highly educated general public.

COLLECTION DEVELOPMENT GOALS

Significant steps must be taken to correct major deficiencies which include:

1. Lack of many basic works of principal authors in many fields at appropriate reading levels for grades 8-12

2. Lack of up-to-date general materials to introduce and define many subjects

3. Lack of an adequate general reference collection to support needs of students and teachers

4. Lack of depth in quantity and quality of titles needed to cover disciplines taught in a high school of 1250 students.

APPENDIX

JUNEAU DOUGLAS HIGH SCHOOL LIBRARY FIVE-YEAR PLAN

COLLECTION DEVELOPMENT ACTIVITIES

CRITERIA FOR ASSESSING COLLECTIONS

REEVALUATION/WEEDING SOURCES

COLLECTION INTENSITY INDICATORS

DEWEY ASSESSMENT WORKSHEETS

JUNEAU-DOUGLAS HIGH SCHOOL COURSE DESCRIPTION AND PLANNING GUIDE

COLLECTION DEVELOPMENT POLICY
DRAFT
AUGUST 1984

MISSION

The Fairbanks North Star Borough Public Library and Regional Center provides opportunities for independent education, recreation, acquiring information, and conducting research through its materials and services. The Library meets these requirements of Borough and other Northern Region residents without charge and assists them to make effective use of library resources according to group and individual needs.

To achieve this mission sufficient significant materials reflecting past and present human experiences are provided. Selection of materials is based on this Collection Development Policy, the criteria given below, and the Selection Guidelines.

To bring every person, regardless of age, education, religion, ethnic and cultural background, and mental and physical health into contact with the human record contained in the Library collections, various services are provided. These include the efficient organization of materials to make them accessible, lending policies and procedures to ensure the use of materials, guidance to assist the user in what he/she wants whether the material is at hand or avialable elsewhere, and maintaining effective local, regional, and national networks capable of supplying the material when and where needed.

GOALS

1. To provide the highest quality user-oriented public library service which will effectively contribute to the development of the community.

2. Develop and organize collections of materials to meet users' needs within the framework of the Library's Collection Development Policy.

AUDIENCE

This Policy is to provide an understanding of the present and future development of the Library's collections to the following:

1. Librarians and library staff.
2. Library and Borough administration and the Library Commission.
3. Librarians throughout the State of Alaska.
4. The general public.

POLICY DETERMINATION

The Director of the Fairbanks North Star Borough Public Library, with the approval of the Library Commission, will set the policy and guidelines governing materials selection. This policy should be reviewed and reaffirmed annually by the Director and the Library Commission to ensure that both the Library Director and the Library Commission are knowledgeable about the policy and agree to it.

USERS

The Fairbanks North Star Borough Public Library System and Regional Center collections serve the entire population of the Borough. As the Regional Center for the Northern Region, the Library also provides use of its collections to those residents unserved by other libraries.

The Borough is a prosperous, culturally diverse community with an educated, mobile, and young population. The work force is employed primarily in government, with trades and services secondary in importance, and military third in importance.

The Borough has five high schools, five junior high schools, 21 elementary schools, and the main branch of the University of Alaska.

The 1980 Census figures reveal the following about the Fairbanks North Star Borough:

- Total population is 53,983.
- Half the population is under 25.8 years old.
- 85% of the residents are less than 45 year old.
- Only 1,275 residents are over 65 years old.
- The ratio of men to women is 1.2:1.
- There are 11,246 students in the Fairbanks North Star Borough School District.
- 85% of the population is white.
- 6% of the population is Black.
- 6% of the population is Alaska Native or Native American.
- 2% of the population is Asian or Pacific Islander.
- 3% of the population is of Spanish origin.
- The population of correctional centers was 337.
- 79% of Alaskans are high school graduates.

The typical user of the library, as reflected in Fairbanks North Star Borough Public Library : A study of collections, facilities and services and with recommendations, by Robert H. Rohlf (January 1982), is a female between the ages 31 and 50 who has done some college work, lives in the City of Fairbanks, but has been in the community for five years or less. She comes to the library one or more times each month for her personal interests and needs.

Although the Fairbanks North Star Borough Public Library serves

the entire community, its collection priorities place user needs above non-user needs. Therefore, based on the Rohlf study and Census data, the collections primarily serve the following groups:

Adults with an educational level of twelfth grade or above.
Students, grades K through 12.
Pre-school children.
Senior Citizens.
Adults with less than a twelfth grade education.
College students.
Institutionalized citizens.

COLLECTION DEVELOPMENT RESPONSIBILITIES

Collection development at the Fairbanks North Star Borough Library and Regional Center will be guided by this Policy and Selection Guidelines.

The initial responsibility for selection lies with the Library Selection Committee, made up of the Deputy Director and all professional librarians involved with reviewing and recommending materials for purchase.

The Library encourages community and individual participation in collection development. Recommendations from the public shall be given serious consideration.

Ultimate responsibility for materials selection rests with the Library Director.

INTELLECTUAL FREEDOM

The Fairbanks North Star Borough Public Library subscribes to and support the American Library Association's Library Bill of Rights (Appendix I), American Libary Association intrepretations of the Library Bill of Rights, and the American Library Association Freedom to Read Statement (Appendix II).

COLLECTION DEVELOPMENT CRITERIA AND SELECTION GUIDELINES

To meet the needs and demands of its clientle, the Library strives to maintain a minimal level collection of basic works in all main Library of Congress Classification classes so a full range of knowledge is provided. The collections will not necessarily exclude any foreign language materials.

The Library collections will support the following program and user needs:

Reference services.
Leisure reading needs.
Grade 1-12 study needs.
Technical and instructional materials.
Media services.
Pre-school children's needs.
Young adult needs.

Outreach programs.
Local history needs.

In general, the Library will continue strong support for those collections needed to meet basic user needs as they are known. The Library will also strongly support those collections which supply needed materials not easily obtained by other means or from other institutions.

The Library will give minimal attention to those subject area collections which duplicate other collections readily available in the service area, notably at the University of Alaska, Fairbanks.

No collections will be developed to a research level.

The Library will provide its strongest support to the following subjects or areas:

Those identified as 2A or better in the Alaska Statewide Collection Development Conspectus.
The reference collection.
Fiction.
Children's materials.
Nonprint materials such as audio recordings, video tapes, and 16mm films.
Alaskana and local history.

Basic support will be given to:

Those collections identified as 1 in the Conspectus.
Young adult materials.
Bookmobile and Regional collections.
Newspapers.

Minimal support will be given to:

Those collections identified as 0 in the Conspectus.
Foreign language materials.
Microforms other than periodicals and newspapers.
Federal government documents.
Software, slides, kits, filmstrips.

Materials will be collected in all formats except:

Theses.
Art reproductions.
Posters and charts.
45rpm records.
8-track tapes.
Reel to reel tapes.
Beta format 1/2" video tapes.
Slides.

Rare books and materials will not be actively collected except as

part of the Alaskana Collection.

Gifts will be evaluated according to the Collection Development Policy and Selection Guidelines.

SELECTION FACTORS

Each piece of material must be considered in terms of its own kind of excellence and the audience for whom it is intended. There is no single standard which can be applied in all cases when making an acquisition decision. Some materials may be judged primarily in terms of artistic merit, scholarship or their value as human documents; others are selected to satisfy the recreational and entertainment needs of the communities served.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open mindedness, and responsiveness in the evaluation and re-evaluation of all library materials, old and new. To build collections of merit and significance, materials will be considered according to objective guidelines. All acquisitions, whether purchased or donated, are considered in terms of the following criteria:

General criteria

1. Suitability of subject and style for intended audience.
2. Relation to existing collection and other material on subject.
3. Suitability of physical form for library use.
4. Present and potential relevance to community needs.
5. Appropriateness and effectiveness of medium to content.
6. Insight into human and social conditions.
7. Importance as a document of the times.
8. Reputation and/or significance of author.
9. Skill, competence, and purpose of author.
10. Attention of critics, reviewers, and public.

Specific criteria for the evaluation of works of information and opinion:

1. Authority.
2. Comprehensiveness and depth of treatment.
3. Objectivity and integrity.
4. Clarity, accuracy, and logic of presentation.
5. Representation of challenging, though extreme or minority, points of view.

Specific criteria for the evaluation of works of imagination:

1. Representation of important movement, genre, trend or national culture.
2. Vitality and originality.
3. Artistic presentation and experimentation.
4. Sustained interest.
5. Effective characterization.
6. Authenticity of historical or social setting.
7. Sympathy and conviction.

COLLECTION MAINTENANCE

Librarians from the Selection Committee are expected to use the Selection criteria above and their own experience and good judgement to remove from the collections what no longer serves a need, is outdated, or is of little historyical significance, and to refurbish by rebinding or other means those materials that need preservation.

FAIRBANKS NORTH STAR BOROUGH
PUBLIC LIBRARY

COLLECTION ASSESSMENT

GENERAL NOTES

1. Language coverage is considered to be English, exceptions as noted.
2. Juvenile non-fiction materials are classified and integrated with adult non-fiction.
3. Juvenile fiction is assessed as PZ, but not classified as such.
4. All adult fiction is assessed as PZ 1-4, but not classified as such.
5. Values from initial assessment may not have "A" or "B" designation. To be updated.
6. Assessments do not include branch, bookmobile, or regional services collections.
7. Assessments do not include nonbook materials.

CLASS	DESCRIPTION	ECS	ICI	NOTES
AC	Collections	1A		
AE	Encyclopedias	1B	1B	
AG	Dictionaries/General works	1	1B	
AI	Indexes	2A	2A	
AM	Museums	0	0	
AN	Newspapers	0	0	
AP	Periodicals			
AS	Acadamies/Socities	1A	1B	
AY	Yearbooks	1A	1B	
AZ	History of Scholarship	1B	1B	
B1-68	Philosophy	1B	1B	
B72-105		1A	2A	Heavy emphasis on Eastern
B108-626	History and Systems, Ancient	0	1B	
B630-708	History and Systems, Alexandrian	1A	1B	
B720-765	History and Systems, Medieval	0	1B	
B770-785	History and Systems, Renaissance	1B	2A	
B790-5739	History and Systems, Modern	1A	1B	
BC	Logic	1A	1B	
BD10-4	Introductions to Philosophy			
BD100-		0	1B	

CLASS	DESCRIPTION	ECS	ICI	NOTES
BD240-241	Methodology	0	0	
BD300-450	Ontology	1B	2A	1/3 death
BD493-708	Cosmology	1A	1B	Very uneven
BH	Aesthetics	1A	1B	No classics!
BJ1-1800	Ethics	1B	2A	Uneven
BJ1801-2193	Social usages, etiquette	1B	2A	
CB	History of Civilization	2A	2A	
CC	Archaeology	1A	1B	
CD	Diplomatics	0	0	
CE	Technical chronology	0	0	
CJ	Numismatics	1A	1B	
CN	Inscriptions. Epigraphy	0	0	
CR	Heraldry	1A	1B	
CS	Genealogy	2A	2A	Most non circulating
CT	Biography (Collective and General)	2A	2A	
E184	History, U.S., Ethnic minorities	1A	1B	
E185	History, U.S., Blacks	2B	2B	
E186-200	History, U.S., Colonial	1A	2B	
E201-299	History, U.S., Revolution	1A	2B	
E301-440	History, U.S., To Civil War	1A	2A	Weak on presidents
E441-453	History, U.S., Slavery	1A	2A	
E456-655	History, U.S., Civil War	1B	2B	Gaps
E660-738	History, U.S., Late 19th Century	1A	2A	Many biographies
E740-880	History, U.S., 20th Century	2B	2B	Many biographies
F1-105	U.S. Local History--New England	2A	2A	
F106-205	U.S. Local History--Atlantic Coast	2A	2B	
F206-295	U.S. Local History--The South	1B	2A	

CLASS	DESCRIPTION	ECS	ICI	NOTES
296-395	U.S. Local History--Gulf States	1B	2B	Uneven. Lots on Texas, some biog.
396-475	U.S. Local History--Old Southwest	1B	2A	
476-590	U.S. Local History--Old Northwest	1B	2A	
591-705	U.S. Local History--The West	2A	2B	Mostly general, some biog., lots of juvenile cowboys
721-785	U.S. Local History--Rocky Mountains	1A	2A	
786-850	U.S. Local History--New Southwest	1B	2A	
851-951	U.S. Local History--Pacific States	2A	3A	Calif. is 2B ECS. Does not include Alaska
1001-1170	History of Canada	1B	2B	

CLASS	DESCRIPTION	ECS	ICI	NOTES
G	Geography (General)	2A	2B	Strong Antarctica
GA	Mathematical geography	1A	1B	
GB	*Physical geography*	2A	2A	
GC	Oceanography	1B	2A	
GF	Human ecology	1B	1B	
GN	Anthropology	2A	2A	GN1-100 1/1B
GR	Folklore	1A	1B	Uneven
GT	Manners and customs (General)	1B	2A	Many holidays, juvenile
GV	Recreation	2A	2A	2B/2B in Hockey, Skiing, Baseball, Canoeing
H	Social Sciences	1	1B	
HA	Statistics	1	1B	
HB	Economic theory	1	1B	
HC	Economic history and conditions	2A	2A	
HD	Land, Agriculture, Industry	2A	2A	
HE	Transportation and Communication	2A	2A	
HF	Commerce	2A	2A	
HG	Finance	2A	3A	
HJ	Public finance	1	1B	
HM	Sociology	2A	2A	
HN	Social history	2A	2A	
HQ	The family. Marriage. Women	2B	2B	
HS	Societies	1A	1B	Boy scout manuals.
HT	Communities	1A	1B	
HV	Social pathology	2A	2A	Many criminal biography; heavy use of drug books
HX	Socialism	1B	2A	
J	Political Science. Official documents	1B	1B	
JA	Collections and general works	1A	1B	
JC	Political theory. Theory of state.	1	1B	

CLASS	DESCRIPTION	ECS	ICI	NOTES
F	Constitutional history and administration	1	1B	
K	Ditto of the United States	2A	2A	
L	Ditto of British America, Latin America	0	0	
N	Ditto of Europe	1	1B	
Q	Ditto of Asia, Africa, Australia, Oceania	0	0	
S	Local government	1B	2A	
V	Colonies and colonization. Emi- and immigration	1	1B	
X	International law and relations	1	1B	
	Law			
D-KEZ	Law of United Kingdom and Canada	0	0	
F	Federal law	2A	2B	Lacks periodical support
FA-KFW	Law of individual states	0	0	See Alaskan/Polar Regions
FX-KFZ	Law of individual cities and territories	0	0	
L	Education	1A	1B	
LA	History of Education	1B	2A	
LB	Theory and practice	2A	2A	
LC	Special aspects	1A	1B	
LD-LE	U.S., Europe. Textbooks	0	0	
M	Music	1A	1B	
ML	Literature of music	2B	2B	Many biographies, juvenile
MT	Music instruction and study	1A	1B	
N	Visual arts	2B	3A	
NA	Architecture	2A	2B	
NB	Sculpture	2A	2A	
NC	Drawing. Design. Illustration.	2A	2A	
ND	Painting	2B	2B	
NE	Print media.	2A	2B	Some gaps
NK	Decorative arts. Applied arts	3A	3A	

CLASS	DESCRIPTION	ECS	ICI	NOTES
X	Arts in General	1A	1B	
P	Philology and linguistics	1A	1B	
PA-PM				Include works in foreign languages, no matter what the content
PA	Classical languages and literature	2AF	2AF	
PB	Modern European languages	0	1B	
PC	Romance languages	2AF	2AF	
PD	Germanic languages	1A	1BF	
PE	English	2A	2B	
PF	West Germanic	1	1BF	
PG	Slavic. Baltic. Albanian lang. and lit.	1B	2AF	
PH	Finno-Ugrian, Basque languages and lit.	0	0	
PJ	Oriental languages and literatures	1A	2AF	
PK	Indo-Iranian languages and literatures	1A	1B	
PL	L & L of Eastern Asia, Africa, Oceania	1A	2AF	
PM	American Indian languages	1A	1BF	See also Alaska/Polar Regions
PN	Literature	2A	2B	Heavy on film biographies. Uneven
PQ-PT				Contains only poetry, drama, criticism, and biography. ALL fiction is evaluated here as PZ 1-4
PQ	Romance literatures	1B	2B	Uneven. Most French.
PR	English literature	2A	2B	Some gaps.
PS	American Literature			
PT	Germanic literatures			
PZ1-4	Fiction in English			
PZ5-9	Juvenile belles lettres			

CLASS	DESCRIPTION	ECS	ICI	NOTES
QA1-99	Mathematics, General	1B	2A	QA76: is 2A/2B; No biographies
QA101-145	Arithmetic	1A	2A	1/2 juvenile
QA150-299	Algebra (General)	1A	2A	
QA300-433	Mathematical Analysis (General)	1A	1B	Little theory
QA440-699	Geometry (General)	1A	2A	
QA801-939	Analytical Mechanics	0	1B	
T	General Technology	2A	2A	Few biographies
TA-TC	General Engineering	1B/2A	2A/B	
TD	Environmental Technology	2A	2A	
TE	Highway engineering	0	1B	
TF	Railroad Engineering	1A	2A	Much on model RR's
TG1-470	Bridge Engineering	1A	1B	
TH1-3411	Building construction	2B	3A	
TH4805-4800	Public buildings	0	1B	Few if any
TH4805-9745	Houses, plumbing, lighting, etc.	2B	2B	
TJ	Mechanical engineering and Machinery	2A	2A	
TK	Electrical engineering	2A	2B	Gaps (TK2000-4599 = 0)
TL1-480	Motor vehicles	1A	2A	All repair manuals
TL500-1060	Aeronautics. Astronautics	2B	2B	Some gaps.
TN	Mining engineering	1A	2A	Many gaps.
TP	Chemical Technology	1A	1B	Needs work.
TR	Photography	2B	2B	Gaps in processes and techniques
TS	Manufactures	1A	2A	No biogs/introductions
TT	Handicrafts	2A	2A	Home sewing 3A/3A
TX	Home economics	2A	2A	Cookbooks 3A/3A
Z1-115	Books in general	1A	1B	
Z116-718	Book industries and trade	1A	1B	

COLLECTION DEVELOPMENT POLICY

ALASKA RESOURCES LIBRARY

U.S. DEPARTMENT OF THE INTERIOR

INTERIM FINAL OCTOBER 1984

Mission:

1. To serve the research needs of Department of the Interior employees in the state of Alaska, primarily in the field of natural resources. To make information on all aspects of Alaskan natural resources available to citizens of Alaska and through networking, to anyone interested in this subject.

2. To serve the research needs of the Alaska Native Corporations, Alaska state employees, and other members of the public in the field of natural resources.

3. Goal of the library is to have as much information as possible on the subject of Alaska's natural resources, primarily technical and difficult to locate materials. Secondary goal is to make this information as available as possible through various networking methods--courier, ILL, ALN, electronic mail, and a library open to everyone.

Audiences.

This policy is to help our clientle understand what we collect and why, to give continuity to the staff in order that development remain stable, and to our parent library in Washington, D.C. as a method of utlizing our library to locate Alaska materials for clients in the Washington, D.C. area. This policy should also help any prospective patron decide whether or not this resources collection will actually help him or her in the pursuit of information.

Users.

First priority are DOI employees, usually biologists, geologists, botanists, petroleum economists, mining engineers, adjudicators and legal researchers. Second priority are other Federal government employees doing the same type of work and FAA employees with whom the library has a contract to provide library service.

The Library also serves Alaska State Employees who have many of the same job titles as the Dept of the Interior employees. The third largest group of users are consulting firms and engineering firms who are much of the time funded through state or federal contracts.

The library also serves a number of unaffiliated public, usually miners, commercial fishermen, members of environmental groups such as Sierra Club and Trustees for Alaska, and college students.

Collection policies.

The Resources Library encourages gifts and donations of materials, but reserves the right to place in the collection only those items which are not duplicates and will enrich an Alaska natural resources collection. Those not accepted for the collection will be returned to the donor or sent to the Gifts and Exchange Program at UAA or the Natural Resources Library.

The library receives numerous items through the state of Alaska document depository program of which the Resources Library is a member. The library is also a selective depository for federal documents and is the depository for all publications published by the Dept. of the Interior in the state of Alaska. The library keeps all DOI publications indefinitely, including draft or interim reports. The library does not necessarily keep draft or interim reports of state and other federal agencies.

Responsibility for the selection of materials, both purchased and gifts, rests jointly with the Head Librarian and the Acquistions Librarian. Both review selected journals in representative fields for publications of interest to the library. Each item added to the collection is reviewed by both librarians. The acquistions librarian is also charged with actively seeking out ephemera, historical materials or foreign language materials if it is deemed desirable to include them in the collection.

Rare Alaskana is bought only when it is pertinent to the collection and, if there is a choice, the library buys a reprint edition. Master's and Doctoral thesis are actively purchased if they deal with Alaska natural resources.

Weeding

The library is inventoried every two years by the acquistions librarian and the head librarian. Special attention is paid at this time to outdated editions, missing volumes, unused materials, incomplete sets, areas which are heavily used and those in the which the library may have under or over bought.

The library is intended to be an active, useful collection. There is not the physical space to maintain items which have not been used or are out of date. The library is also not an archival library and will not keep archival materials.

Requests

Requests for materials to be bought for the library are solicited from all patrons. All requests will be honored if it is felt by the librarians that the volume or serial will enhance the collection for other users. The library does not buy for permanent loan to an individual or an agency.

Cooperation

ARL is a full member of OCLC through FEDLINK and has approximately 3/4 of its materials on the OCLC system. ARL is also a full participant in the WLN network and is taking tapes from OCLC and putting them on WLN. The library interlibrary loans through the OCLC ILL subsystem, the ONTYME system, DIALCOM electronic mail system and accepts all written requests. The library is fully committed to a strong Alaska Library Network and a strong Federal Library Network.

Collections by Format

Periodicals

Periodicals are purchased to fill a definite and sustained demand, usually verified through ILL requests. The library prefers to acquire very specialized journals in one of the natural resources fields, preferably a title not already owned by a library in Southcentral Alaska.

Each periodical has a decision made as to how long it will be kept in the library, i.e. indefinitely, 5 years, 2 years, current year. For those journals kept indefinitely the library attempts to buy backfiles, preferably in microform. Any title available in microform is bought that way.

Periodicals which are not filling any patron need and are deemed unneeded in the collection are given to another library in the immediate area.

Newspapers

A very small selection of newspapers is kept for browsing. In an attempt to be representative, the library subscribes to one local daily paper, one daily national newspaper, the Wall Street Journal, and various small specialized newspapers from within the state.

Serials

The library buys a large number of serials. In a technical library there is oftentimes only the information found in proceedings, annual reports, circulars, etc. The library attempts to obtain all preceding years of a serial to which it subscribes. It is the philosophy of this library that if the serial is worth buying, it is worth cataloging and many employee hours are dedicated to analyzing monographic titles within serials in order to make them more available to the patron.

Maps

ARL collects maps on natural resources of Alaska on a scale of 1:250,000 and 1:2,500,000 (series E) plus Alaska Landsat photographs. The map librarian is responsible for acquiring and weeding the collection. The map collection has become a less important portion of library service as more and more mapping within Alaska is being digitized on automated systems and with the location of the NCIC (National Cartographic Information Center) office in Anchorage.

Special Collections

The library maintains a special historical collection of Alaska materials which are deemed to be valuable enough that they should not go out of the library.

The Bureau of Mines publications and the U.S. Geological Survey publications are collected in their entirety as they pertain to Alaska. Both are maintained in special locations within the library.

KENAI PENINSULA COMMUNITY COLLEGE
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KENAI PENINSULA COMMUNITY COLLEGE
COLLECTION DEVELOPMENT POLICY

Prepared by
Ethel Clausen, Community College Librarian
September 1983

MISSION OF THE COLLEGE

Kenai Peninsula Community College shall encourage all adults to continue their education from high school on through the rest of their lives, no matter what their age, sex or background. The College shall provide classes and programs that students would expect to find at a community college, to meet their career/lifestyle needs and interests. The College shall follow an "open door" policy which allows anyone to start, drop out, and restart many classes and programs. The "open door" plicy lets students progress at their own rate over as long a period as it takes them to do what they came to college to do.
(KPCC 1983-84 Catalog, p. 45)

GOALS AND OBJECTIVES

In agreement with the goals and objectives of the college, the Library selects materials which aid the individual in pursuit of education, information, and in the creative use of leisure time.

OBJECTIVES OF SELECTION POLICY

New materials for the library are chosen to meet the following criteria or guidelines

1. Support the current instruction program.
2. Provide a balanced collection, reflecting a diversity of viewpoints, in all fields of knowledge.
3. Collect materials significant to Alaska and local history.
4. Offer items for leisure-time enjoyment and general interest.
5. Materials that encourage independent study and reading.

INTELLECTUAL FREEDOM

In accordance with the American Library Association's Library Bill of Rights, the library collection will attempt to provide for free exchange of all ideas. The collection will be available to all potential patrons and should offer the widest possible range of viewspoints.

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RESPONSIBILITY FOR SELECTION

The faculty shall have the major role in recommending acquisitions pertinent to the subject area in which they specialize.

Students, administration, staff and people of the community may also submit suggestions for purchase. All interlibrary loan requests are considered as purchase requests.

The Librarian has the responsibility for overall development and maintenance of the library collection, facilities and services.

POLICIES BY FORMAT OF MATERIALS

Library materials include both print and nonprint instructional materials such as books, periodicals, newspapers, maps, microforms, photographs, media kits, audio recordings, and slides.

Print materials

Primary criteria for the selection of books will be the relevance of the materials to the educational aims and purposes of the college. Factors to be considered include demands of the curriculum, interests of students & faculty, subject area weaknesses and enrollment trends, It will be necessary to provide adequate support for new programs as they are established.

Non-print materials

Faculty and the Media department are responsible for the selection of audio-visual materaisl.

Periodicals

The same basic criteria will apply to the selection of serial titles as for the book collection. Backfiles will be kept for varying lengths of time depending on the title involved. Microfilm will be purchased for all major titles for ease of storage and space.

The entire subscription list is reviewed annually by the various departments to consider adding or dropping titles.

In cooperation with other school and public libraries in the Kenai-Soldotna area, consideration is given to support local availability of periodicals that are indexed in the Readers' Guide.

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Government documents

Some of the major government publications will be purchased. The Kenai Community Library is a depository for state documents. University of Alaska, Anchorage is the nearest Federal depository.

Maps and Atlases

A small collection of maps will be available including nautical charts of Alaska with major emphasis on the Kenai Peninsula area.

Textbooks

The library will not normally acquire textbooks, unless they cover an area of interest for which there is no general material available. They will occasionally be purchased for the reserve collection upon the recommendation of a faculty member.

Foreign language materials

As a general rule, very little foreign language material will be acquired except for literary classics in the major languages to support course offerings and community interests

College catalogs

The library maintains a collection of current college catalogs for all instiutions in Alaska and subscribes to National College Catalogs on Microfiche.

Telephone directories

The Kenai Community Library has the latest directories for all major cities on microfic The college library retains all current Alaskan directories in hard copy when available.

Newspapers

The library subscribes to all Kenai Peninsula Borough newspapers and to the three larger Alaskan cities publications, i.e. Anchorage, Fairbanks, and Juneau.

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Sound recordings, tapes, cassettes

The library will acquire and maintain a reasonable collection of sound recordings.

Replacements

Materials withdrawn are not automatically replaced. Replacement depends on the existence of similar material in the collection. Faculty are also consulted.

Deselection or weeding

Relevance of materials in the collection may change over time. Faculty subject specialists will aid in identifying materials to be discarded. Extra copies of titles for which there is little demand should also be discarded.

Gifts

The library welcomes gift materials, but uses this selection policy as a guide in accepting items to be included in the collection. Materials not added to the collection may be put on sale for students or exchanged with other institutions.

All gift material added to the collection will become an integral part of the collection and becomes the property of the library and the policy of use will follow regular library practice.

As the library cannot supply all relevant literature for all subjects in which the patron may be interested, interlibrary loan will be used to supplement demands of materials not held.

These policies shall be reviewed periodically and updated as necessary.

APPENDIX C

CRITERIA FOR ASSESSING COLLECTIONS

CRITERIA FOR ASSESSING COLLECTIONS

1. Chronological coverage:
   Are older and newer materials consistently represented? Should they be?

2. Language coverage:
   How extensive is appropriate or significant foreign language coverage of the subject in the collection?

3. Principal authors:
   Are the standard, chief, or more important authorities and authors included?

4. Principal works:
   Are the classic, standard, essential and important works in the collection?

5. Primary sources:
   Are critically edited original texts and documents included? How extensively?

6. Criticism/commentary/interpretation:
   How complete is secondary monographic or critical treatment?

7. Complete sets:
   Are sets and series well represented in the collection? Are they complete?

8. Periodical coverage:
   How extensive is periodical coverage of the subject? Are the chief titles included?

9. Number of volumes:
   Count of shelf-list, or approximation based on 10 vols. per foot of shelf occupancy.

10. Circulation data:
    Circulation records may need to be checked to add to assessments above. In addition, circulation or use data may be helpful in assigning future collecting intensity levels at 1-3 collection intensity levels.

LANGUAGE CODES

The following language codes may be added to the number when the codes usefully qualify the values reported. Language codes should be omitted when they are superfluous. (For example, it goes with saying that a research-level collection in French history will be primarily in French; the "Y" is understood and may be omitted). Language codes should be applied consistently throughout the worksheet, line-by-line. The "Comments" section should not be used to indicate general language levels. The use of language codes for collections at level 3 or higher is encouraged so that potential assignments for primary collecting responsibilities can more easily be determined.

Language Coverage Codes

E - English language material predominates; little or no foreign language material in the collection.

F - Selected foreign language material included, in addition to the English language material.

W - Wide selection of foreign language material in all applicable languages.

Y - Material is primarily in one foreign language.

APPENDIX D

COLLECTION INTENSITY INDICATORS

COLLECTION LEVEL INDICATORS

Developed by the Alaska Statewide
Collection Development Steering Committee*

0. Out of scope: The library does not collect in this area.

1a. Minimal, with uneven coverage: Unsystematic representation of subject.

1b. Minimal, but chosen well: Few selections made, but basic authors, core works, and ideological balance are represented. Can support fundamental inquiries.

2a. Basic information level: A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, historical surveys, bibliographies, and periodicals in the minimum number that will serve the purpose. A basic information collection can support school instruction and routine public inquiries, but is not sufficiently intensive to support higher-level academic courses or independent study or the wide-ranging recreational reading demands of a highly educated general public.

2b. Augmented information level: As above, except more major periodicals, selected editions of important works, wider selection of reference materials.

3a. Basic study level: Includes the most important primary and secondary literature, a selection of basic representative journals/periodicals, and the fundamental reference and bibliographical tools pertaining to the subject. Adequate for curriculum support for basic undergraduate instruction. Adequate for independent study and for the lifelong learning needs of the general public, with coverage at all appropriate reading levels.

3b. Intermediate study level: As above, except a wider range of basic monographs, wider selection of the more important writers and secondary materials, stronger journal/periodical support. Collection adequate to support college-level term paper writing.

3c. Advanced study level: As above, except adequate for honors undergraduate or most graduate instruction or sustained independent study; adequate to maintain knowledge of a subject required for limited or general purposes but not strong enough for original research in a subject. It includes complete collections of the works of secondary writers, a selection of representative journals/periodicals, and all the reference tools and fundamental bibliographic apparatus pertaining to the subject.

4. Research level: A collection that includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Older material is retained for historical research.

5. Comprehensive level: A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is one that maintains a "special collection;" the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research.

APPENDIX E

DEWEY DECIMAL WORKSHEETS

GENERALITIES

	Coll. Lvls. CL	AC	CG
000 Generalities			
001 Knowledge			
002 The book			
003 Systems			
004			
005			
006			
007			
008			
009			
010 Bibliography			
011 Bibliographies			
012 Of individuals			
013 Of works by specific classes of writers			
014 Of anonymous & pseudonymous works			
015 Of works from specific places			
016 Subject bibliographies & catalogs			
017 General subject catalogs			
018 Author & date catalogs			
019 Dictionary catalogs			
020 Library & information sciences			
021 Library relationships			
022 Physical plant			
023 Personnel & positions			
024			
025 Library operations			
026 Libraries for specific subjects			
027 General libraries			
028 Reading & use of information media			
029			
030 General encyclopedic works			
031 American			
032 Others in English			
033 In other Germanic languages			
034 In French, Provençal, Catalan			
035 In Italian, Romanian, Rhaeto-Romanic			
036 In Spanish & Portuguese			
037 In Slavic languages			
038 In Scandinavian languages			
039 In other languages			
040			
041			
042			
043			
044			
045			
046			
047			
048			
049			

APPENDIX F

LIBRARY OF CONGRESS WORKSHEETS

PACIFIC NORTHWEST CONSPECTUS WORKSHEET

Division: EDUCATION Library: Date: By:

LC CLASS	LINE NO.	DIVISION, CATEGORIES, SUBJECTS	COLLECTION AND LANGUAGE CODES CL	AC	COMMENTS
	EDU000	EDUCATION			
L	EDU000.5	General Education			
L7-97	EDU001	Societies and Associations			
L101	EDU002	Yearbooks			
L106-107	EDU003	Congresses			
L900-991	EDU004	Directories			
LA	EDU004.5	History of Education			
LA11	EDU005	General Works			
LA31-66	EDU006	Education in Primitive and Early Civilized Cultures			
LA35	EDU007	Ancient Chinese Education			
LA36	EDU008	Ancient Indian Education			
LA37	EDU009	Ancient Egyptian Education			
LA47	EDU010	Ancient Hebrew Education			
LA66	EDU011	Other Topics in Ancient Education			
LA75	EDU012	Classical Greek Education			

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PACIFIC NORTHWEST CONSPECTUS WORKSHEET
CATEGORY LEVEL - LC

Division: EDUCATION Library: Date: By:

LC CLASS	LINE NO.	CATEGORIES	COLLECTION AND LANGUAGE CODES CL	AC	COMMENTS
L	EDU000.5	General Education			
LA	EDU004.5	History of Education			
LB	EDU069.5	Theory & Practice of Education			
LC	EDU112.5	Special Aspects of Education			
LD	EDU151.5	Individual institutions: United States			
LE	EDU152.5	Individual Institutions: America (Except U. S.)			
LF	EDU157.5	Individual Institutions: Europe			
LG	EDU158.5	Individual Institutions: Asia, Africa, Oceania			
LJ	EDU162.5	Student Fraternities and Societies			
LT	EDU162.6	Textbooks and Instructional Materials			

Adapted from RLG Conspectus Worksheet Form

APPENDIX G

PACIFIC NORTHWEST CONSPECTUS WORKSHEETS

Version: /85

PACIFIC NORTHWEST CONSPECTUS WORKSHEET

Division: EDUCATION Library: Date: By:

DEWEY NO.	LINE NO.	DIVISION, CATEGORIES, SUBJECTS	COLLECTION AND LANGUAGE CODES		COMMENTS
			CL	AC	
	EDD000	EDUCATION			
370	EDD001	Education			
370.1	EDD002	Philosophy, theories, generalities			
370.7	EDD003	Study and teaching of education			
371	EDD004	Generalities of Education			
371.1	EDD005	Teaching and teaching personnel			
371.2	EDD006	Educational administration			
371.3	EDD007	Methods of instruction and study			
371.4	EDD008	Guidance and counseling			
371.5	EDD009	School discipline			
371.6	EDD010	Physical plant			
371.7	EDD011	School health and safety			
371.8	EDD012	The student			
371.9	EDD013	Special education			
372	EDD014	Elementary Education			
372.1	EDD015	Generalities of elementary education			
372.2	EDD016	Levels of elementary schools			
372.3	EDD017	Science and health			
372.4	EDD018	Reading			

84

85

Version: 85

PACIFIC NORTHWEST CONSPECTUS WORKSHEET
CATEGORY LEVEL - DEWEY

Division: EDUCATION Library: Date: By:

DEWEY NO.	LINE NO.	CATEGORIES	COLLECTION AND LANGUAGE CODES		COMMENTS
			CL	AC	
370	EDD001	Education			
371	EDD004	Generalities of Education			
372	EDD014	Elementary Education			
373	EDD024	Secondary Education			
374	EDD034	Adult Education			
375	EDD040	Curriculums			
376	EDD041	Education of Women			
377	EDD046	Schools & Religion			
378	EDD052	Higher Education			
379	EDD062	Education & the State			

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*Taylor, Mary M. School Library and Media Center Acquisitions Policies and Procedures. Phoenix: Oryx Press, 1981.

* These sources are available on interlibrary loan from Alaskan libraries. Check the Alaska Library Network Catalog for locations. The remaining sources may be borrowed from members of the Alaska Statewide Collection Development Steering Committee.